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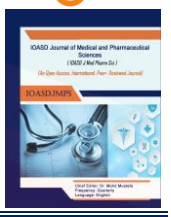

Reflection of Bloom's Taxonomy in the Learning Outcomes of B.Ed. Syllabus of Agriculture science in Jagannath University

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ABSTRACT

This study determines to seek out the reflection of Bloom's taxonomy on the course outcomes of B.Ed. info of Agriculture science in Jagannath University. Its objectives were: to reason the learning outcomes of Agriculture science course in step with the Bloom's taxonomy and to investigation the reflection of Bloom's taxonomy on the course outcomes of Agriculture science info knowledge was collected by analyzing course document victimization table of specification and interviewing course specialists' victimization interview schedule. in step with the findings of the study, uneven application of the domains indicated by Benjamin Bloom and lack of consistency of the info became apparent.

Keywords: Bloom's Taxonomy, Agriculture, Learning Outcomes.

Review Article

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1. INTRODUCTION

Many new efforts are made at the national and state level with the aim of providing quality education to the students studying in schools, all of which aim to develop educational quality and achieve good achievement level among the school students through the overall evaluation of the students They can be upgraded by making a definite plan of development, but mostly by thinking through observation. The opposite is seen in the picture, it is often seen that even 25% of what teachers are told and taught during training is not shared in their schools and they do not understand that traditional teaching style Along with strengthening the teaching quality and the pace of its development through various methods, the academic processes in a planned and systematic way will help the students in a fear-free and enjoyable environment. More opportunities to learn Is emphasized. This was considered from the point of view of nomination, stay and achievement. Apart from this, the desirable features of the learners, learning process, educational facilities, learning materials, subject material, administration and management and learning outcomes were also included [2].

2. OBJECTIVES OF THE STUDY

I. Classifying learning outcomes of agriculture sciences according to bloom's classification
II. Analyzing Bloom's Classification reflections on the learning outcomes of the agriculture sciences Syllabus

The educational system aims at all-round development of the student. In practice, it is almost impossible for a class teacher to practically achieve these goals if he does not analyze these goals. It is important for the teacher to know what are the characteristics of the objectives, how are they?

3. Purpose has three characteristics

I. It gives direction to the action to be taken for any end goal.
II. The planned change is brought about by an action.
III. With their help the verbs are arranged.

4. There are two types of objectives

I. Educational purpose
II. Learning objectives

The educational objectives are more broad, it gives a sense of the state of perfection that can be reached and possible. Conversely, teaching or learning objectives are narrow and specific. They are predetermined and are constructed in such a way that they can be easily achieved while completing the normal classroom teaching in a fixed time period of fixed duration. That is why it is called instructional purpose [1].

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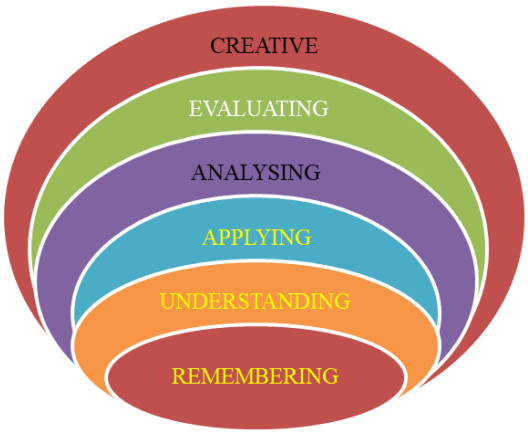
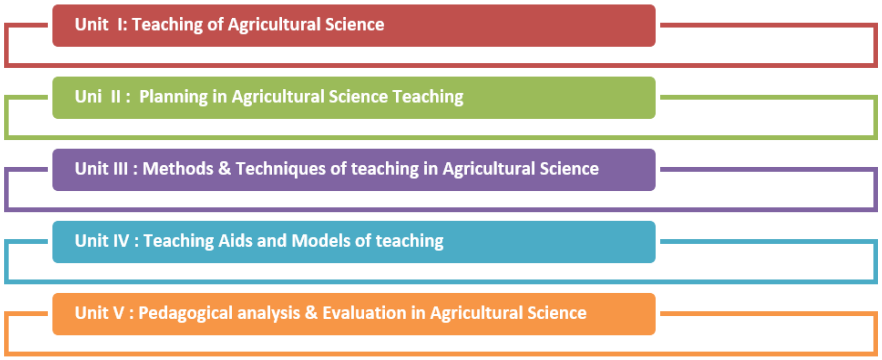
5. Blooms Texonomy



6. Course Content


Unit I: Teaching of Agricultural Science
Uni II : Planning in Agricultural Science Teaching
Unit III : Methods & Techniques of teaching in Agricultural Science
Unit IV : Teaching Aids and Models of teaching
Unit V : Pedagogical analysis & Evaluation in Agricultural Science

7. Objectives of the Course

- Familiarize with nature of Agricultural Science.
- Formulate instructional objectives in behavioral terms.
- Critically evaluate the existing science curriculum at secondary level.
- Understand the basic concepts of Agricultural Science.

Tbale-1: Course Outcomes of Agriculture Science.

After completion this course the student teacher will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Explain the nature, scope and objectives of teaching science at Secondary level.	**L2**
CO2	Develop competence in teaching different topics of science effectively	**L6**
CO3	Compute the scientific temper & provide teaching in scientific method to their student	**L3**
CO4	Apply the various methods with appropriateness of content, level and classroom situations.	**L3**
CO5	Apply the instructional materials effectively in the teaching of science.	**L3**
CO6	Organize the Co-curricular activities & practical work in science.	**L4**

CONCLUSION

The data available in various types of educational surveys suggest that the achievement level of learning in the world-class level of children is not in line with the prescribed level, in which efforts have been made in this, in which teachers complete their syllabus based on the textbook but it It is not clear what kind of opportunities need to be given to the children in the subject matter, that is, what kind of content should be given to the child at the end of the year. It is defined as educative expectations. But all the educational system from the syllabus has been determined to achieve learning for the understanding of the last beneficiaries, such as the members of the foster school development committee, community people, teachers and children etc. It is considered as a market of perceived learning assessment of learning level of the assessment level. Learning to teach is a continuous process. Learning is seen in the pedagogical process of this process itself. Curriculum related expectations are given to the children of the whole country. The property of learning by keeping is accepted.

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